7th English

Term 2

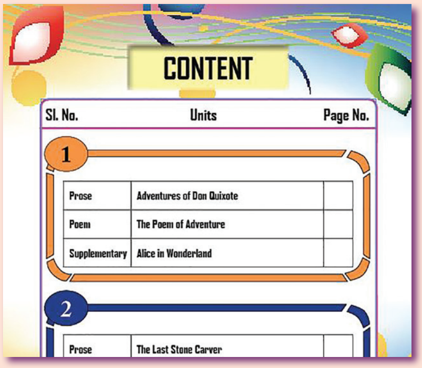
PREFACE

The English textbook for standard VII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with learning their use, in everyday life.

The activities have been graded carefully to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills.

How to use the book

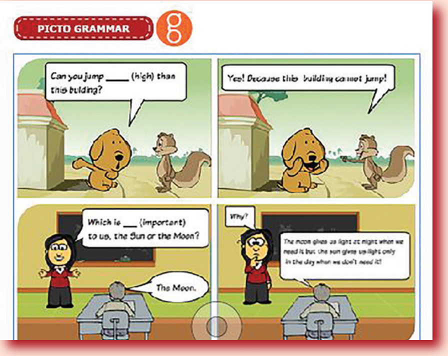
- ☑ The Second Term English Book for Standard VII has two units and one play.
- ☑ Each unit is planned for a month.
- ☑ First two units are divided into **sections** and the third one is combined as it's a speech. Each section is designed to initiate and sustain the **Active Learning** process.



- ☑ The **pictorial warm up page will help activate students own knowledge and ideas of the** topic.
- ☑ **The digital warm up** can be used for visualizing the theme to motivate and interest learners.

- ☑ **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- ☑ **Digital glossary** can be used to listen to correct pronunciation and visualise words.
- ☑ The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.

- The illustrations in Picto Grammar will make understanding of grammar easy.
- Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- Language Check Point can highlight points of usage to avoid the common mistakes.



CREATIVE WRITING

Concrete Poems

Concrete poems are made up of words that have been placed in such a way that they make the shape of an object and also use words to describe the object.

Start by making a simple outline of the shape or object (an animal, a football, a fruit etc.) large enough to fill a piece of paper.

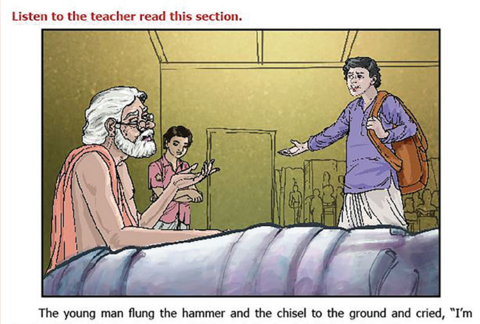
Then brainstorm a minimum of ten words and phrases that describe the shape. List action and feeling words as well.

Next, place a piece of paper over the shape and decide where your words are going to be placed so that they outline your shape but also fit well together.

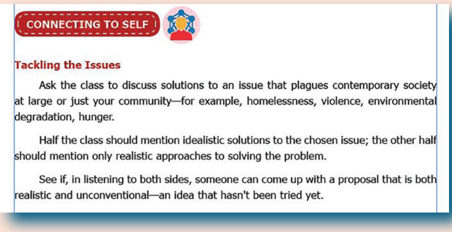
Separate words and phrases with commas.

- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their imaginative skill.
- Students can be encouraged to present or display their writings in the class.

- The warm up picture given at the begining of each section can be used to discuss the theme of the poem.
- The focus should be on the enjoyment of the poem through exploring imaginary skills & rhythm.
- The supplementary section encourages extensive reading and appreciation of literature.


Listen to the teacher read this section.

The young man flung the hammer and the chisel to the ground and cried, "I'm


CONNECTING TO SELF

Tackling the Issues

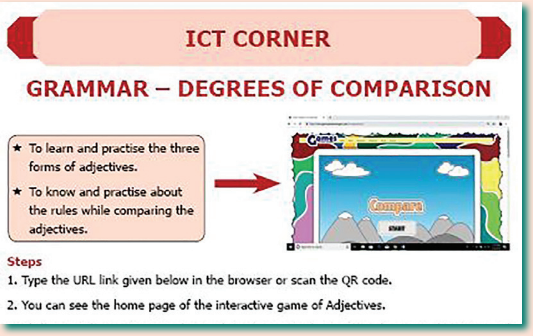
Ask the class to discuss solutions to an issue that plagues contemporary society at large or just your community—for example, homelessness, violence, environmental degradation, hunger.

Half the class should mention idealistic solutions to the chosen issue; the other half should mention only realistic approaches to solving the problem.

See if, in listening to both sides, someone can come up with a proposal that is both realistic and unconventional—an idea that hasn't been tried yet.

- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success.

- Students can be encouraged to extend their reading activity through learning links section.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through websites and app links.


ICT CORNER

GRAMMAR – DEGREES OF COMPARISON

- To learn and practise the three forms of adjectives.
- To know and practise about the rules while comparing the adjectives.

Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the home page of the interactive game of Adjectives.

Learning Outcomes

- Promotes reading and vocabulary skills.
- Promotes use of higher-level thinking skills.
- Promotes creative writing
- Develops drawing skill
- Encourages to create comic strips
- Helps to visualise things
- Listens to the teacher reading out the material and gathers information from it.
- Reads aloud the stories and recites poems with appropriate pause, information and pronunciation.
- Answers questions orally and in writing after reading the text.
- Thinks critically, compares and contrasts character, enters, ideas, themes and relates them to life.
- Shares his/her experiences on his/her visit to art exhibition in writing.
- Summarizes orally and in writing the given text.
- Locates details, sequence of ideas and indentify the main idea.
- Understands the rules of grammar through a variety of situations and pictures and uses them in real life situations.
- Infers the meaning of unfamiliar words by reading there in context.
- Refers a dictionary to find the meaning of new words while reading and writing.

CONTENT

Unit No.	Title	Page No.	Month
1			
Prose	Adventures of Don Quixote	52	October
Poem	The Age of Chivalry	71	
Supplementary	Alice in Wonderland	76	
2			
Prose	The Last Stone Carver	83	November
Poem	Wandering Singers *	96	
Supplementary	Naya – The Home of Chitrakaars	100	

E-Book

WUAVP

Assessment

YBUNS

1 Adventures of Don Quixote

Prose

W73PU

Warm Up

My Hand of Imagination

1. Trace around your hand on a white paper.
2. Make list of your five choices.
3. Draw a picture to indicate what would your finger becomes.
4. Erase one to finger at a time and draw your choice in it's place.
5. Write and share in the class.

Adventures of Don Quixote

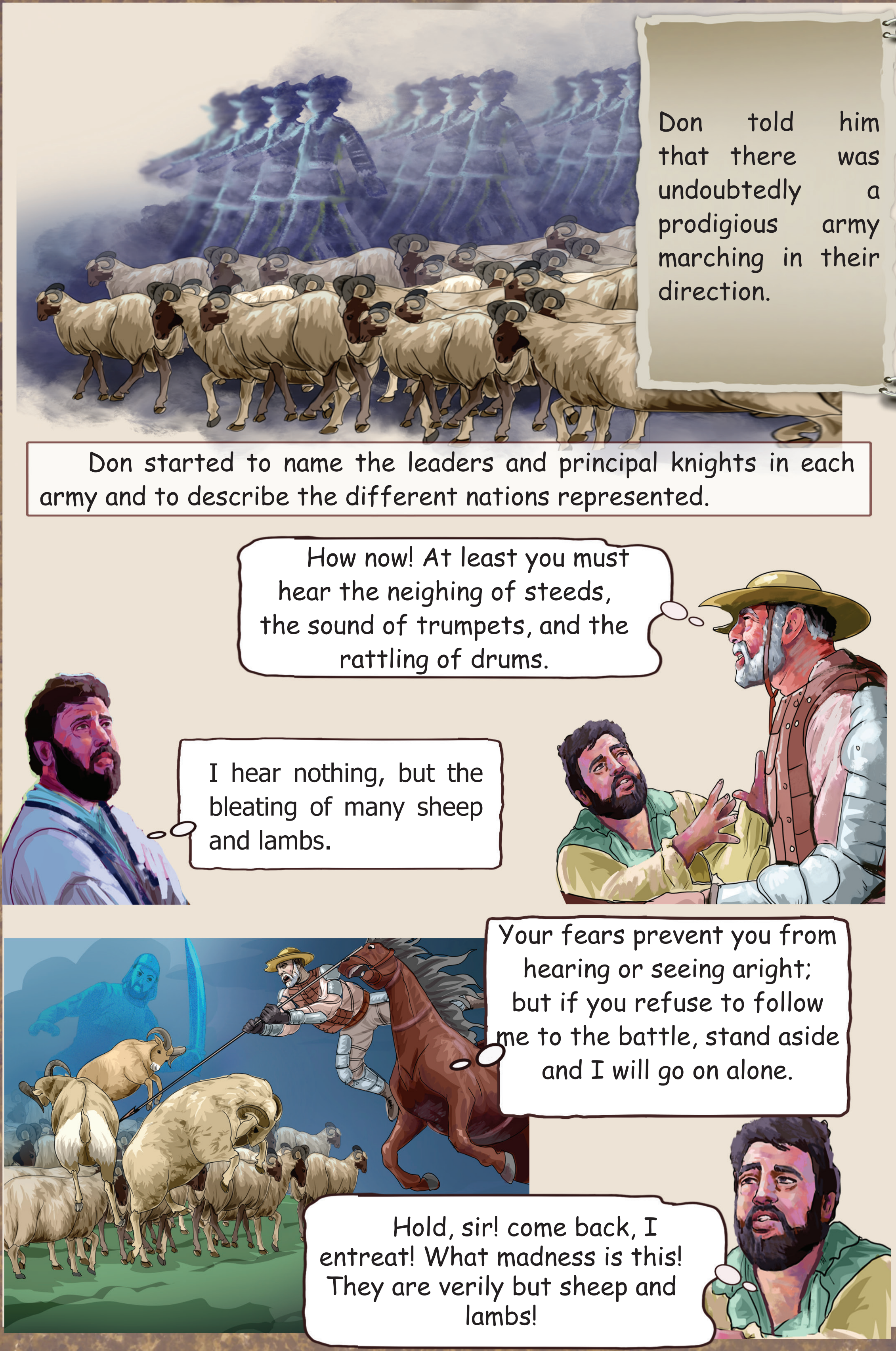
Once upon a time, in a village called La Mancha, in Spain, there lived a man who loved to read about **knights**. Every day he would read about courageous knights and the **incredible** adventures they had. He was so absorbed in these stories that he hardly remembered to eat or sleep. The days of Knight and Squires, of exciting adventures and romances come alive in the **hilarious** account of Don Quixote's travels. As years passed, Don Quixote imagines himself placed in the world of knights. He convinces Sancho Panza, a peasant from the same village, to be his squire.

Don sets on a journey in search of a squire. He meets Sanchopanza.
Sancho, how would you like to become my servant, and accompany me on a great adventure?
Your servant?
Yes, if you serve me faithfully and honestly, I will reward you with an island.
An island? Are you serious?
I vow it upon my honour as a knight! So, will you come with me?
Yes Master. I will come with you.

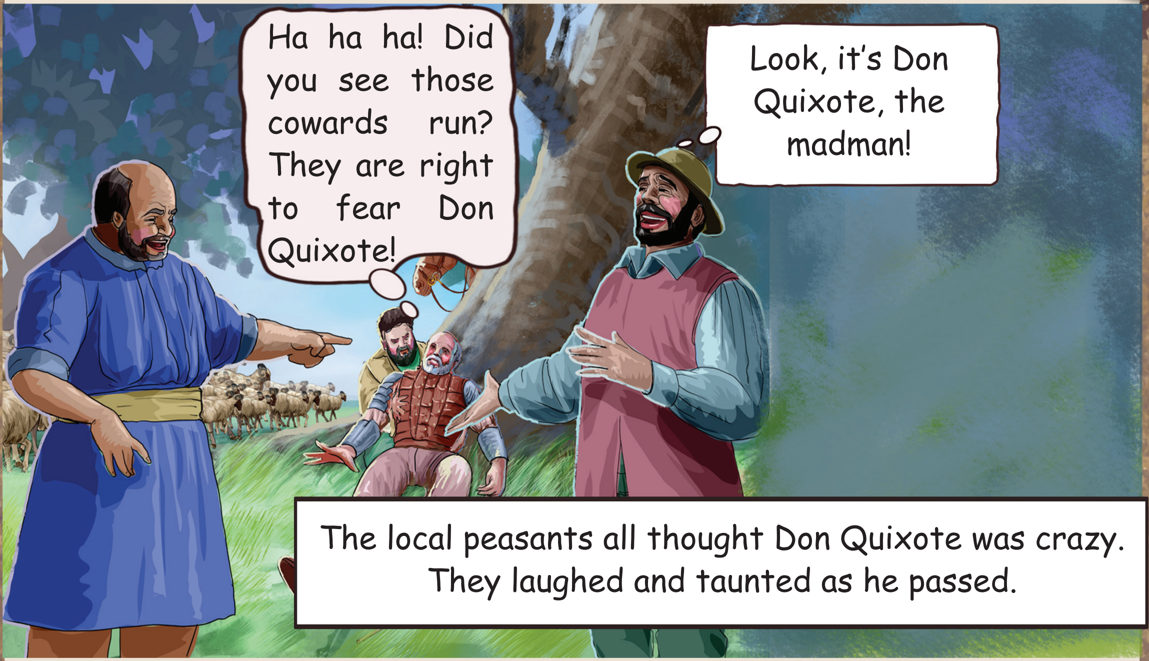
The two men set out on a journey together.
On the hill in front of them, they could see a large old windmill. When he saw it, Don Quixote's eyes began to sparkle.
What!? An ogre? Where, Master?... that's a windmill.
Look Sancho, how dare that hideous ogre block our path?

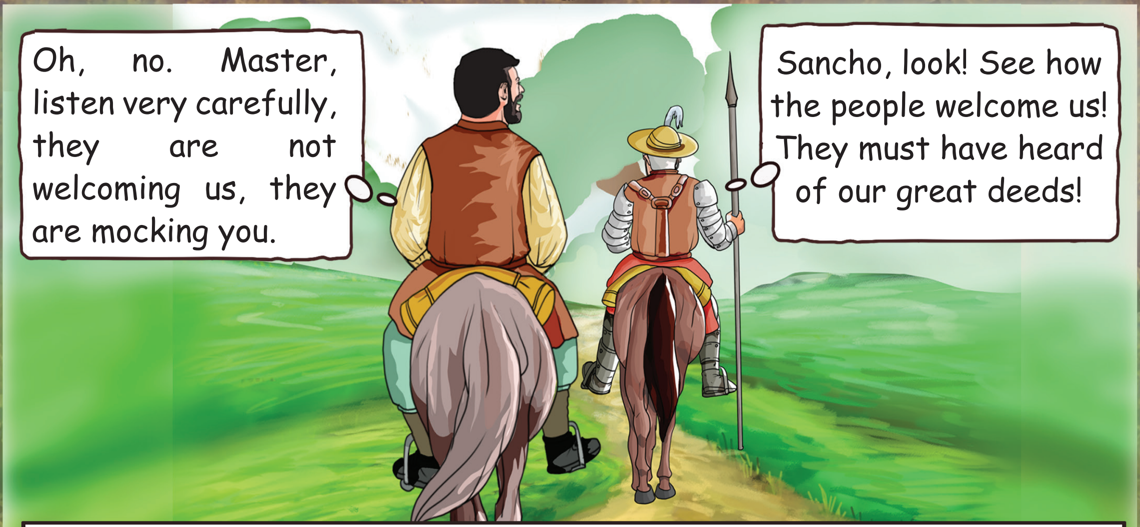
I tell you these are ogres; and if you are afraid of them, go aside and say your prayers,while I engage them in combat.
Master, that's a windmill!
Don Quixote flew towards the windmill and collided with it.
Huh? Prepare to face my spear, Ogre!
Unfortunately, Sancho's shouts and warnings passed unheard.Don Quixote and Rocinante charged the windmill at full speed.
Master, are you alright? See? I told you it was just a windmill.Did I not give you a fair warning?
Look Sancho! The ogre is more seriously wounded than I am!

You are absolutely right. You are a great knight indeed, and you have defeated the fearsome windmill beast!
Listen to me, Sancho, someday people will write of our great exploits. But we must prove worthy of that honour by vanquishing villains and upholding justice. Do you understand?
In fact, the windmill was working perfectly fine. Sancho did his best to dissuade Don Quixote from attempting anything else reckless.
As Don Quixote and Sancho passed a farm, they saw a thick cloud of dust appeared.


Don told him that there was undoubtedly a prodigious army marching in their direction.
Don started to name the leaders and principal knights in each army and to describe the different nations represented.
How now! At least you must hear the neighing of steeds, the sound of trumpets, and the rattling of drums.
I hear nothing, but the bleating of many sheep and lambs.
Your fears prevent you from hearing or seeing aright; but if you refuse to follow me to the battle, stand aside and I will go on alone.
Hold, sir! come back, I entreat! What madness is this! They are verily but sheep and lambs!

Don Quixote set spurs to Rocinante and charged into the midst of the sheep. At this the frightened animals fled helter-skelter. The shepherds, seeing the cause of their disorder, pelting stones that soon he fell wounded to the ground.





Don Quixote did not understand and thought the people were cheering for him.

Returned to his estate Don Quixote realized that all his adventures were simply a product of his imagination. Don Quixote never embarrassed himself further by going on any more quests.

But his house would always be full of children to whom he would tell the most fantastic stories about Knights, Squires and Noble quests and all lived happily together going on many more adventures in their imagination.

GLOSSARY

knight	-	a man who served his lord as a mounted soldier in armour.
incredible	-	unbelievable
hilarious	-	amusing, entertaining
ogre	-	monster, giant
combat	-	fighting between armed forces
prodigious	-	impressively great in extent
steed	-	horse that is ridden
spur	-	a device with a small spike or a spiked wheel that is worn on a rider's heel and used for urging a horse forward.

9ZJX7

READ AND UNDERSTAND

68Y9M

Answer the following questions.

1. What kinds of books did Don Quixote like to read? What were those books like?
2. What effect do the things Don Quixote reads have on him?
3. Why didn't Don Quixote believe Sancho Panza when Sancho told him the ogres were actually windmills?
4. Why do you think Sancho continued to journey on with Don Quixote after the windmill incident?
5. When Don Quixote sees the cloud of dust on the plain in the distance, what does he think causes it?
6. Sancho sees two clouds of dust, leading him to conclude that there are two armies. What does Don Quixote think will happen next?
7. What is the reaction of the shepherds when they see that Don Quixote is attacking their sheep?

Think and Do

1. Most people associate windmills with Holland, rather than Spain. Use the encyclopaedia and any other sources you might have to find out more about windmills and their traditional and modern uses. Then, make a model of a windmill to display with the results of your research.

2. Draw a design of a boat that skims trash off the surface of a river, lake, or ocean. Label the parts and give your invention a catchy name.

★ What kind of vessel could do the job?

★ What parts would it have?

★ How would it move?

★ How could it tell the difference between trash and other objects, such as animals and seaweed?

★ How would it store and dump the trash?

★ Could your machine double as a beach sweeper, sifting trash from sand?

Discuss and Answer

To Dream the Impossible Dream

Don Quixote might be seen as not simply crazy in his refusal to see things as they really are but more like a person who wants to accomplish a greater good and so refuses to compromise his ideals. Examples of such people include Nelson Mandela, Mahatma Gandhi, and Martin Luther King Jr.

Discuss (with examples and other evidence) whether or not they think Quixote deserves to be put in the company of real-world idealists or is merely delusional.

VOCABULARY

Homophones are two words that are spelled differently but have the same sound.

A. Explain the difference between these words by making sentences. One is done for you.

1. see/sea - Can you ***see*** the birds flying over the ***sea***?
2. knight/night - --.
3. right/write - --.
4. arms/alms - --.
5. fair/fare - --.
6. here/hear - --.
7. heard/herd - --.

8. our/hour - --.

9. no/know - --.

10. not/knot - --.

B. Read the following sentences and write the meaning of the italicised words. One is done for you.

Homonyms are spelled the same way but differ in meaning.

1. She rose up to receive the rose garland.

rose - got up

rose - a flower

2. There is a *fair* Arts and Craft *fair* this weekend.

fair - --

fair - --

3. The woodcutter *saw* a huge *saw* in his dream.

saw - --

saw - --

4. Write the *right* answers on the *right* side.

right - --

right - --

5. The *well* was dug by a *well*-known king.

well - --

well - --

6. We have *march* past in *March*.

march - --

march - --

7. ***Can* you get me a *can*?**

can - --

can - ---

8. How long will the *live* fish *live* without food?

live - --

live - --

9. She has *tears* in her eyes as she *tears* old photos.

tears - --

tears - --

10. I will be *second* in line if I wait one more *second*.

second - ---

second - ---

C. Divide each word by putting a slash (/) symbol between each syllable. On the space provided, write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.

> Syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in water. Wa/ter

1. adventure - ad/ven/ture - 3 syllables
2. courageous - --
3. incredible - --
4. knight - --
5. hilarious - --
6. excitement - --
7. peasant - --
8. imagine - --
9. shepherd - --
10. entreat - --

LISTENING

D. Listen to your teacher reading a passage on Adventure Trips. Visualize the activities. Draw the scenes in the given boxes.

60WMP

WATER ACTIVITIES	BONFIRE

ROCK CLIMBING	MOUNTAIN BIKING

SPEAKING

E. Read the conversation of the simple machines. Take roles to play. Then discuss in pairs to describe any simple machine. Create your own story board and take roles to play.

Jack : Don't you know how simple machines make your life easy?

Jimmy : Um... I don't know what simple machines are.

*** Text for listening is in page 136**

Jack : Simple machines are mechanical devices for applying force like a wedge or ramp.

Jimmy : Oh! wow! How I did not know this!

Jack : Like the wheels on hospital bed and IV pole. They help you move people faster by reducing the friction.

Jimmy : Is the stick over there that the TV is attached to, is that a simple machine too?

Jack : Yes it is, it's a lever. The wheels on the bus are simple machines, they make the bus move.

Jimmy : What about the doors?

Jack : Yeah, the driver pulls a lever and the doors open and you climb up the inclined plane aka the stairs. The cable in the elevator is wrapped around a groove in the wheel and axle, an electric motor pulls the cable, lifting the car between floors.

Jimmy : So the wheels on the rolling chair are too by rolling the chair back instead of lifting the chair back.

Jack : Yes, they are, they move the chair and reduce the friction.

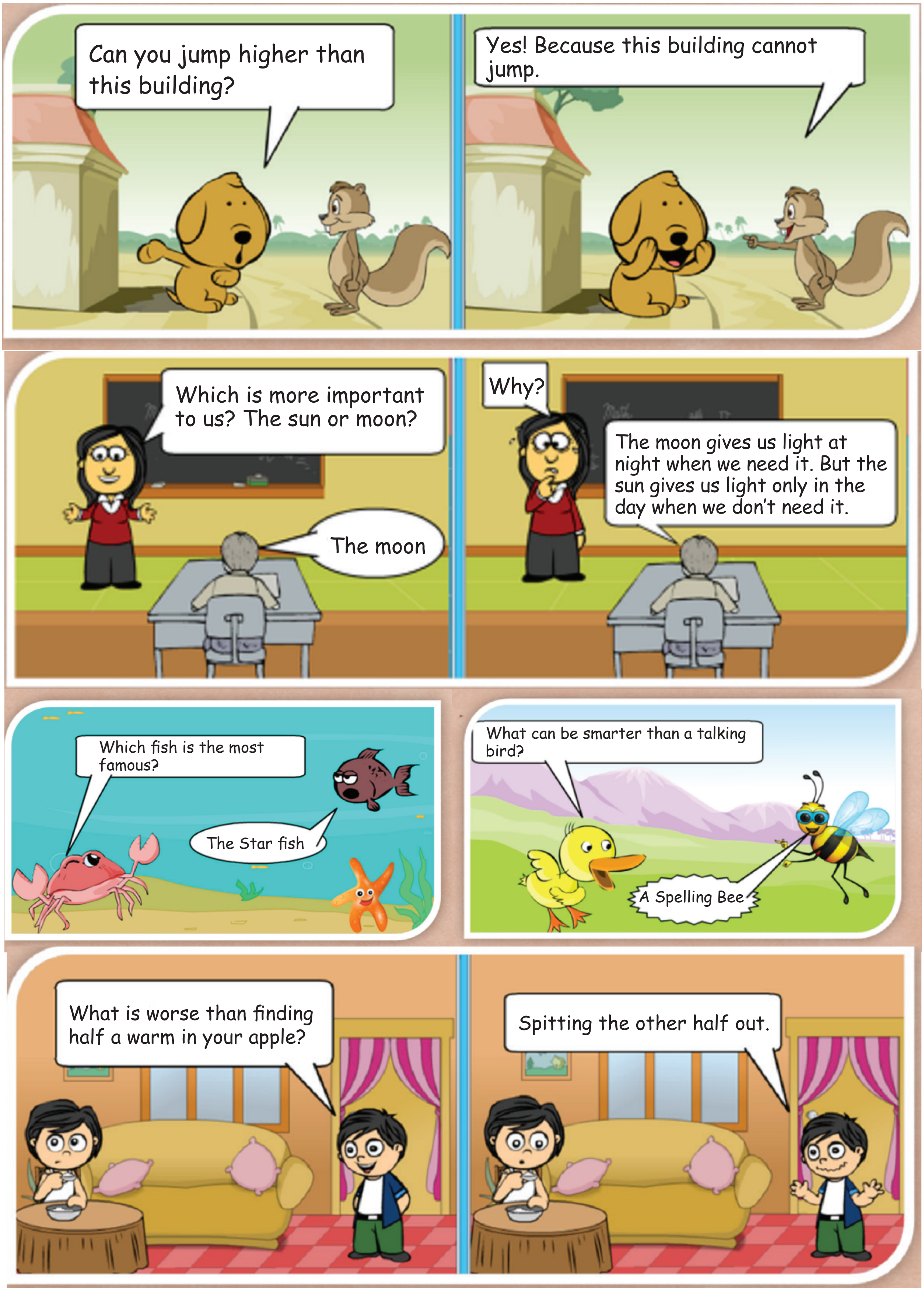
F. Ask the students to tell a story. It may be a true story or an imaginative story. Choose one of the titles from the following.

- A time I was very late.
- A funny story about my friend.
- I met someone very interesting.
- An unusual event.
- A funny story about my life.

Think about your story

- When did it happen?
- Where were you?
- Who was there?
- What happened?

PICTO GRAMMAR

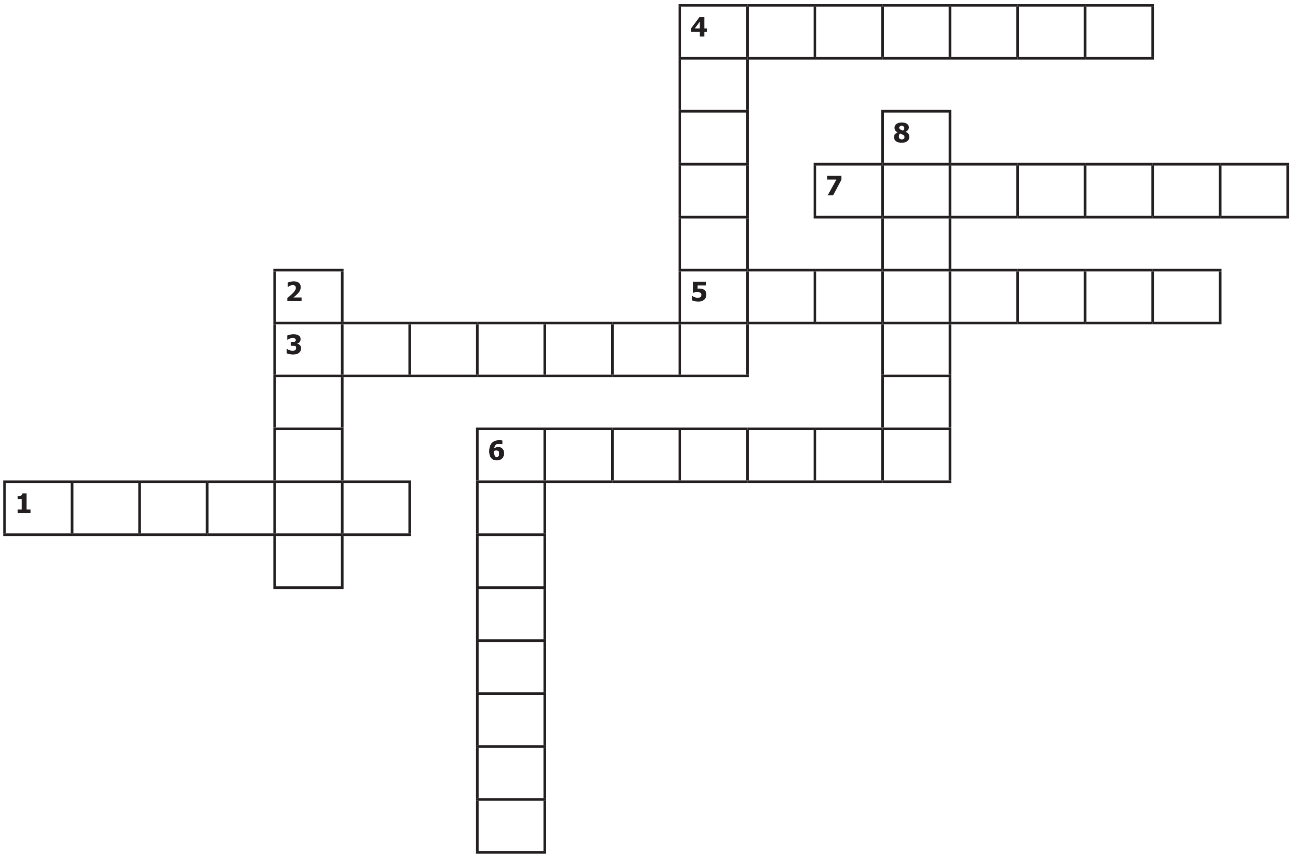


USE GRAMMAR

G. Solve the crossword puzzle using superlative adjectives.

3DSEH

Down	Across
2.The ------- man ever whose age has been verified is Jiroemon Kimura.	1. Deserts are the ----------- places on Earth.
4. Antarctica is the --------- continent in the world.	3. Russia is the ---------- country in the world.
6. The elephant is the ------ animal in the world.	4. Mercury is the -------- planet to the sun.
8. Mount Everest is the ------- mountain in the world.	5. Vatican City is the ------ country in the world.
	6. Diamonds are the ------ material in the world.
	7. The cheetah is the ------ animal in the world.



H. Put students in pairs and tell them to interview their partner. To do this they must make questions, e.g. What's the worst storm you've ever seen? They can also ask follow-up questions to find out more information. Do feedback on this as a whole class. Other thematic questionnaires of this kind could be:

Emotional experiences

- ❖ The most frightened I've ever been ...
- ❖ The happiest I've ever been ...
- ❖ The most nervous I've ever been ...

Musical experiences

- ❖ The best song I've ever heard ...
- ❖ The worst song I've ever heard ...
- ❖ The longest time I've ever danced ...

Places in your life

- ❖ The most dangerous place I've been in ...
- ❖ The cheapest restaurant I've eaten in ...
- ❖ The most boring town I've ever visited ...

WRITING

I. Write a paragraph comparing Don Quixote and Sanchopanza. The following words will help you to write a compare and contrast paragraph.

Similarities	Differences
is similar to	on the other hand
both	however
also	but
too	in contrast to
as well	differs from
	while
	unlike

CREATIVE WRITING

J. Local Historians

- ❖ Ask students to collect stories about their town from older people.
- ❖ Ask them to find out how the streets were named.
- ❖ Are there any interesting people or legends to which the street names refer?
- ❖ Are there any local places in town about which people tell stories?
- ❖ Any haunted houses?
- ❖ Let students find out when the town was found and by whom.
- ❖ Visit a local historical society to see old photographs or artefacts.

Let students create an original historical fiction:

Describe the town from the point of view of a fictitious citizen who might have lived in the town long ago. Include local issues of the time in the story. Write the story of the town from the fictionalized point of view of a resident who actually lived.

Language Check Point

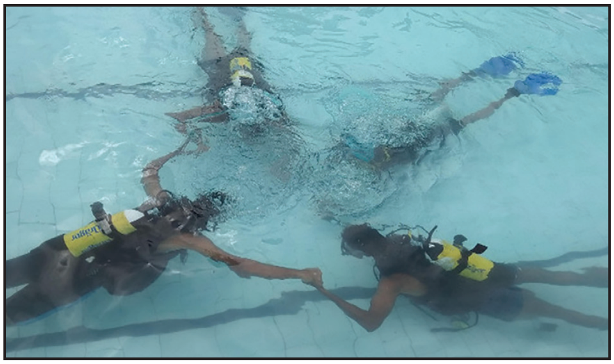
☒ George is the smartest and intelligent staff of this company.	☑ George is the smartest and most intelligent staff of this company.	? When two degrees of adjectives are used, while the first one is superlative the second one also should be superlative.
☒ Kayal is more intelligent and smarter than Saral.	☑ Kayal is smarter and more intelligent than Saral.	? When both adjectives are in the same degree, adjective having 'more' must come after adjective having 'er'.
☒ It is my the best genre of music.	☑ It is my best genre of music.	? If any possessive pronoun or possessive case proceeds the superlative degree, then 'the' cannot be used.

1 The Age of Chivalry

Poem

Warm Up

Look at the pictures. Name the activities.



Discuss and Answer.

1. What are the adventure activities of NCC?
2. When can you join the NCC?
3. What is the motto of NCC?

Think and Answer.

1. Why do we need adventure in life?

____

2. Do you like adventures? Why?

____

3. Why does NCC conduct the adventure activities?

____

Back in the days of old
when knights were bold
who with a sword or **lance**
in armour sought romance.

It was the age of **chivalry**
long ago in man's history
when to fight for a righteous cause
one did gain considerable applause.

It was mainly for show, love and glory
they deemed themselves being worthy
to capture the heart of some fair maiden
which was the most desired prize laden.

Oh, they would strike heavy blows
on all of their opponents and foes
in a one to one combat defying death
as crowds watched with **abated** breath.

Yes, it was far back in those days of yore
that courage and strength came to the fore
where there was this life and death struggle;
such issues at hand the knights would juggle.

And in fighting for their country, faith and king
noble **impressions** on people's minds would ring
that even through the ages are held in high esteem
those knights in shinning armour do now all seem.

There are many legends based on their heroic **exploits**
a legacy of tales which have been told with much **adroit**
highlighting aspects of human wisdom related to virtue and vice
and the lessons to be learnt are those of goodness and sacrifice.

History usually repeats itself time and again
as it often happens a situation comes when
we're asked to do something for a just cause
and acting with chivalry we shouldn't pause.

George Krokos

About the Poet

George Krokos was born on 30th June, 1951 in Samos, Greece and now lives in Melbourne, Australia. He is an aspiring poet who has written quite a number of poems inspired by nature, science, philosophy and the spiritual aspects of life. He has studied eastern and western religions and associated philosophy for over 35 years and has practised various forms of yoga and meditation.

GLOSSARY

lance	-	**a long weapon with a wooden shaft and a pointed steel head, formerly used by a horseman in charging.**
chivalry	-	**the medieval knightly system with its religious, moral, and social code.**
abated	-	**unpleasant**
impressions	-	**feelings**
exploits	-	**adventure**
adroit	-	**clever or skilful**

READ AND UNDERSTAND

A. Read the lines and answer the questions.

1. *When to fight for a righteous cause*
   one did gain considerable applause.

a. When will one get an applause?

2. *And in fighting for their country, faith and king*
   noble impressions on people's minds would ring

a. What does 'noble impression' mean?

b. Who can leave a noble impression?

3. *There are many legends based on their heroic exploits*
   a legacy of tales which have been told with much adroit

a. What does 'heroic exploits' mean?

b. What are legends?

B. Answer briefly.

1. What is an adventure?
2. Describe the appearance of a knight.
3. What are the characteristics of an adventure?

C. Think and Answer.

1. Why does the poet ask us to imagine that we have tiny wings on our back?
2. Why should we fight for righteous cause?

D. Literary Appreciation

1. Underline the rhyming words in each stanza.
2. Write down the alliterated words from the lines given below.
   i. in a one to one combat defying death
   ii. that courage and strength came to the fore

CREATIVE WRITING

Concrete Poems

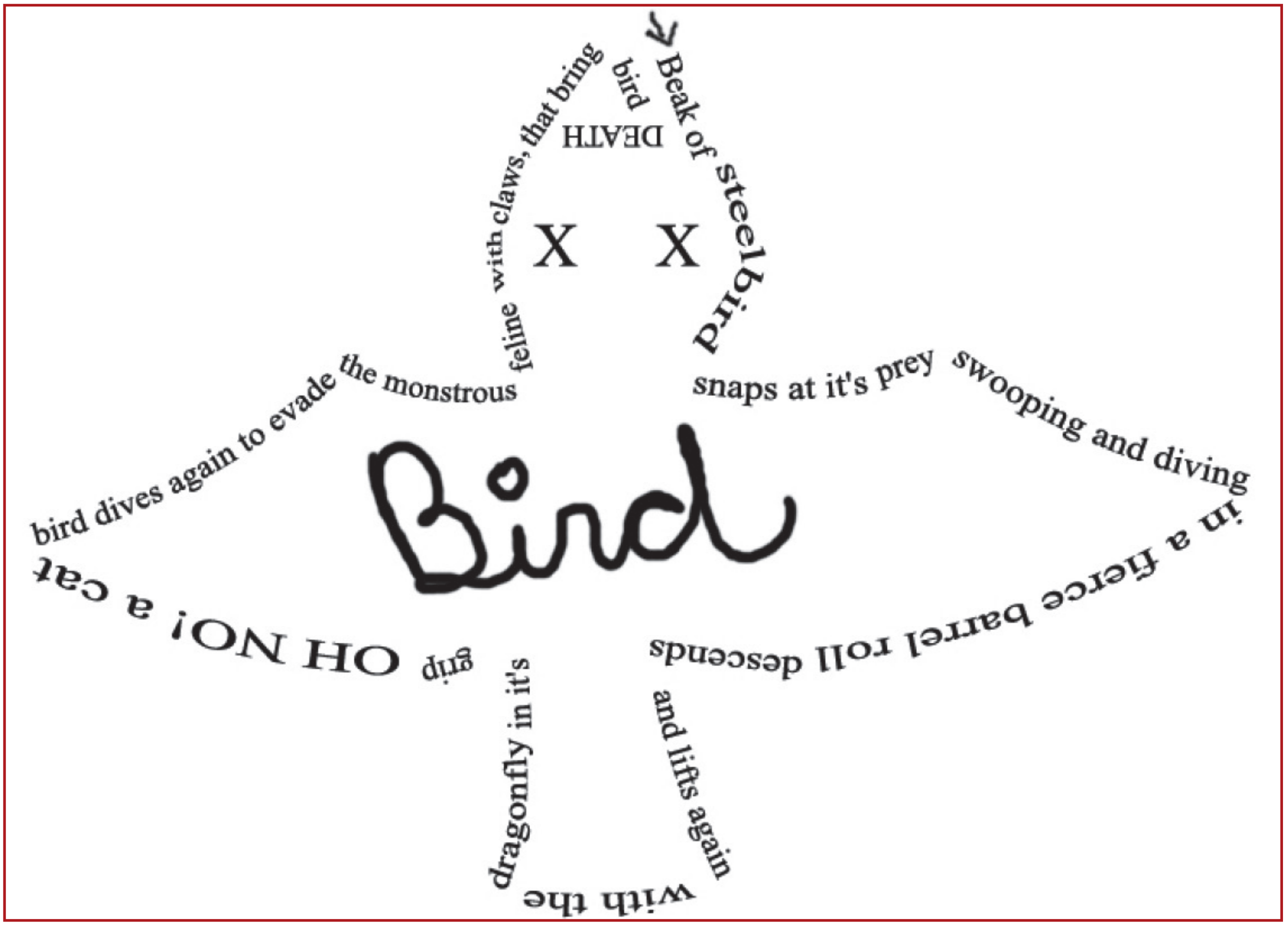
Concrete poems are made up of words that have been placed in such a way that they make the shape of an object and also use words to describe the object.

Start by making a simple outline of the shape or object (an animal, a football, a fruit etc.) large enough to fill a piece of paper.

Then brainstorm a minimum of ten words and phrases that describe the shape. List action and feeling words as well.

Next, place a piece of paper over the shape and decide where your words are going to be placed so that they outline not only your shape but also fit well together.

Separate words and phrases with commas.



E. Now read the poem and pick out the nouns. Then write your own concrete poem.

1 Alice in Wonderland

Supplementary

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?' So, she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

The Rabbit pulled a watch out of his pocket to check the time. He shook his head, then disappeared down a rabbit's hole. "I must find out why he's in such a hurry!" cried Alice. Filled with curiosity, she ran to the rabbit's hole and peeped through the entrance. The hole dropped suddenly and Alice fell.

She fell for a long time when suddenly she came upon a little three-legged table, all made of solid glass. There was nothing on it except a tiny golden key.

When she looked around again, she came upon a low curtain she had not noticed before, and behind it was a little door about fifteen inches high. She tried the little golden key in the lock, and to her great delight it fitted! She opened the door and saw a beautiful garden through it, but she couldn’t reach it as she was too big.

When she turned around towards the three-legged table, Alice found a green bottle that said "DRINK ME" magically appeared on it. Out of curiosity, Alice took the bottle and drunk the entire potion. Then, she began to shrink until she was no bigger than a doll.

She opened the door and quickly ran through it. "What a splendid garden!" she exclaimed. "Why, I'm no bigger than the insects that crawl on these flowers." But the excitement soon wore off. Alice grew bored with her tiny size. "I want to be big again," she shouted. Her shouts startled the White Rabbit, who ran past her again. Mistaking her for his maid, he ordered, "Go to my cottage and fetch my gloves and fan." Alice was

confused by the Rabbit's behaviour. "Maybe I'll find something at the cottage to help me find my way out," she said hopefully.

As she was going out, she saw a piece of chocolate cake that was kept on a table by the doorway. Next to the cake was a note that read "EAT ME". "I'm so hungry," Alice said as she ate the cake. Suddenly she felt strange and realized - "Oh no! I've grown larger than this house!" she cried.

"Get out of my way! You're blocking the door!" shouted the White Rabbit. Alice managed to pick up his fan. Immediately, she began to shrink. But little did she know, it was a magical fan, which made her small again. "Oh no, I'll never get back to the right size," she went looking for help.

Soon, she saw a green caterpillar dressed in a pink jacket. He was sitting on the top of a large mushroom, smoking a bubble pipe. "One side makes you big, the other side makes you small," he said to Alice before slithering away. "One side of what?" Alice called after him. "The mushroom, silly," he answered. Alice ate a piece of the mushroom. "Thank goodness, I'm growing!" she cried, "But which way do I go?"

"That path leads to the Mad Hatter. The other way leads to - Lae March Hare," said a voice. Alice turned to find a smiling Cheshire Cat in a tree. "I'll see you later at the Queen's croquet game," he said before disappearing.

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it: A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. 'Very uncomfortable for the Dormouse,' thought Alice; 'only, as it's asleep, I suppose it doesn't mind.' The table was a large one, but the three were all crowded together at one corner of it: 'No room! No room!' they cried out when they saw Alice coming. 'There's PLENTY of room!' said Alice indignantly, and she sat down in a large arm-chair at one end of the table. 'Have some wine,' the March Hare said in an encouraging tone. Alice looked all round the table, but there was nothing on it but tea. 'I don't see any wine,' she remarked. 'There isn't any,' said the March Hare. 'Then it wasn't very civil of you to offer it,' said Alice angrily. 'It wasn't very civil of you to sit down without being invited,' said the March Hare. 'I didn't know it was YOUR table,' said Alice; 'it's laid for a great many more than three.' "You may stay if you answer my

riddle." shouted the Mad Hatter."Why is a raven like a writing desk?" Alice felt dreadfully puzzled. The Hatter's riddle seemed to have no sort of meaning in it, and yet it was certainly English. 'I don't quite understand you,' she said, as politely as she could. 'Have you guessed the riddle yet?' the Hatter said. 'No, I give up,' Alice replied: 'what's the answer?' 'I haven't the slightest idea,' said the Hatter. 'Nor I,' said the March Hare. Alice sighed wearily. 'I think you might do something better with the time,' she said, 'than waste it in asking riddles that have no answers.' And she continued her walk.

Suddenly she found herself in the middle of a field where the Queen of Hearts was playing croquet. Her guards and gardeners were shaped like cards. One gardener had planted white roses by mistake and then painted them red, "Off with their heads!" shrieked the Queen. "I hate white roses!".

Then she noticed Alice and asked her "Have you ever played croquet?" "Yes," Alice timidly answered. "But I've never used a flamingo or a hedgehog." "Play with me!" ordered the Queen. "And let me win or I'll have your head!" Alice tried her best to play well, but she had trouble with her flamingo. "Off with her head!" cried the Queen. Just then a trumpet sounded in the distance calling court to session.

Everyone rushed into the courtroom. "Court is now in session," announced the White Rabbit, "Will Alice please come to the stand?" Alice took the stand and looked at the jury box, where the March Hare and the Mad Hatter were making noise. The Dormouse slept and the Cheshire Cat smiled at her. "What's going on?" asked Alice. "You are guilty of stealing the delicious heart-shaped tarts!" accused the Queen, "And now you must be punished. Off with her head. Off with her head!" yelled the Queen. "How silly," replied Alice. "I did not have the slightest idea what you were talking about! I was only playing croquet."

Alice felt someone touch her shoulder, "Wake up. You've been sleeping for too long," said her sister softly. "I had a strange dream," said Alice. She told her sister about the White Rabbit, the mad tea party, the Queen of Hearts and the trial. But her sister wasn't paying attention. "You're reading again," mumbled Alice. As she stretched, Alice saw a little White Rabbit with pink eyes scurry behind a tree.

READ AND UNDERSTAND

A. Identify the character / speaker.

1. I must find out why he's in such a hurry!
2. Go to my cottage and fetch my gloves and fan.
3. Oh no, I'll never get back to the right size.
4. One side makes you big, the other side makes you small.
5. I'll see you later at the Queen's croquet game.
6. You may stay if you answer my riddle.
7. Wake up. You've been sleeping for too long.

B. Discuss and Answer.

1. Why did Alice follow the rabbit?
2. Do you think this was a good idea?
3. Why can't Alice get through the little door into the garden?
4. Why does Alice drink from the bottle that says 'DRINK ME' and why does she eat from the cake that says 'EAT ME'?
5. How does Alice feel after all these changes?
6. What do you think is going to happen next?

C. Think and Answer.

1. What challenges does Alice face and how does she overcome them?
2. Have you ever had a strange dream? Share your dream in the class.

D. Role play

Put students in pairs to role play a conversation between:

- ❖ Alice and her sister.
- ❖ Alice and White Rabbit.

E. Activity

It's fun to help out in the kitchen. You can even practice reading aloud when reading the recipe. And you can learn a little math by figuring out how to measure. Here are a few fun items to make that are "Alice" themed.

Rabbit Salad

In this recipe, you will make a salad shaped like a rabbit.

- ❖ Start by washing some lettuce leaves. You will be using them as the base for the salad. Spread the leaves on top of a plate.
- ❖ For the rabbit's body: You will need half of a fresh or canned pear. If you have a whole pear, cut it in half lengthwise. This will be the body of the rabbit you will decorate.
- ❖ To create the rabbit's nose, use a cherry or some red-coloured, dried fruit. Place it in the middle of the narrow part of the pear.
- ❖ Now you can add the eyes. Take 2 raisins and put them just above the nose on the narrow part of the pear.
- ❖ Next, the rabbit will need its ears. Use 2 almonds or any other nuts of your choice and stick them into the pear above the eyes.
- ❖ Lastly, the rabbit needs a tail. Take a small piece of cauliflower and place it at the rear of the wide end of the pear half.

F. Learning About Nature

Learn about caterpillars and butterflies. Read a book about a caterpillar turning into a butterfly. You can get one from the library or go online and find information with pictures.

CONNECTING TO SELF

G. Tackling the Issues

Ask the class to discuss solutions to an issue that plagues contemporary society at large or just your community—for example, homelessness, violence, environmental degradation, hunger.

Half the class should mention idealistic solutions to the chosen issue; the other half

should mention only realistic approaches to solving the problem.

See if, in listening to both sides, someone can come up with a proposal that is both realistic and unconventional—an idea that hasn't been tried yet.

PROJECT

H. Imagine you are a marketing executive for a company in a specific industry (toothpaste, soup, hair care products, automobiles, etc) and are developing a product with a brand name that refers to a character from the story.

For example: You want to sell bandages that have little pictures of Don Quixote on them. Your company's name is Kure-All and you decide to call them "Kure-All Quixote Bandages".

The slogan might be: "Had a tough day with windmills? When you take a fall, use Kure-All."

You can use exciting words, a catchy new slogan and a jingle among other things to promote sales of your item.

STEP TO SUCCESS

J. Look at the number pattern. Fill the blank in the middle of the series or end of the series.

1. SCD, TEF, UGH, ____, WKL

   A. CMN   B. UJI   C. VIJ   D. IJT

2. FAG, GAF, HAI, IAH, ____

   A. JAK   B. HAL   C. HAK   D. JAI

3. ELFA, GLHA, ILJA, _____, MLNA

   A. OLPA   B. KLMA   C. LLMA   D. KLLA

4. CMM, EOO, GQQ, _____, KUU

   A. GRR   B. GSS   C. ISS   D. ITT

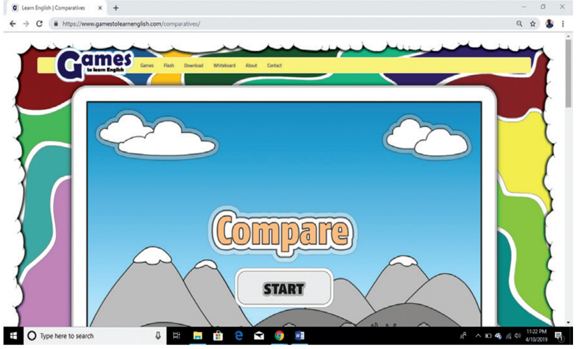
5. QPO, NML, KJI, _____, EDC

   A. HGF   B. CAB   C. JKL   D. GHI

ICT CORNER

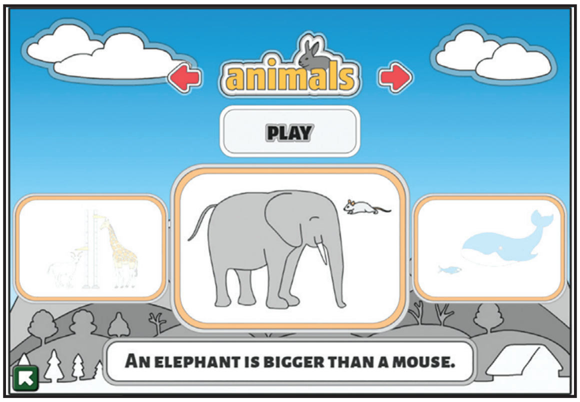
GRAMMAR – DEGREES OF COMPARISON

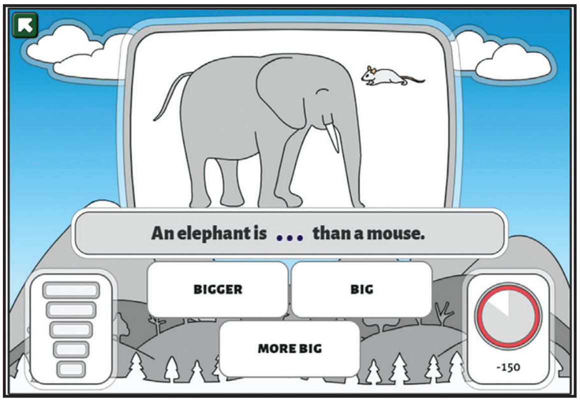
- ★ To learn and practise the three forms of adjectives.
- ★ To know and practise about the rules while comparing the adjectives.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the home page of the interactive game of Adjectives.
3. Click START button to start playing the game. First choose the adjective to be compared by clicking the image. Click PLAY button.
4. Click the right form of adjectives and check your progress. Levels and Time limit is given on each side.
5. Complete all the exercises by clicking arrow button in the home page while selecting various adjectives to check your knowledge in Degrees of comparison..





Website URL

Click the following link or scan the QR code to access the website.

https://www.gamestolearnenglish.com/comparatives/

** Images are indicative only.

2 The Last Stone Carver

Prose

VR391

Warm Up

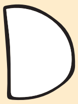
Work in pairs.

Read the instructions given below, draw and name the picture

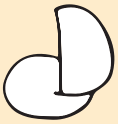
1. Draw the letter A
2. Just below 'A' draw the letter B. So A is a cap for B.
3. Give B one eye, a round nose and a big mouth.

Picture Clue: He is in circus.

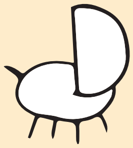
Write step by step instructions for the following picture.



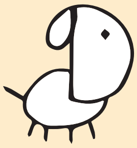
1 ____________________



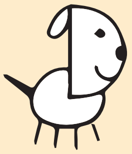
2 ____________________



3 ____________________



4 ____________________



5 ____________________

Section I

READING

Listen to the teacher read this section.

The young man flung the hammer and the chisel to the ground and cried, "I'm leaving Father. I'm leaving you and this work. Look what it's brought us!"

He spread out his arms and glanced indifferently at the small, **congested** work room. The white washed walls were stained by many monsoons. The window, bare of curtains, opened into a tiny backyard.

"After all these years of work, this is all we have – nothing, nothing. This kind of work just doesn't pay!"

The old man stared at his son in surprise. Although his voice trembled, it didn't lose its usual gentleness. "It's not only the money that matters, son. It's the service, our service to God."

"Father," the young man **grunted** impatiently, "Times have changed. The stone carver's work has changed too. You can't live on sculptures for temples only. You have to mass produce, mass produce like all the others in Agra. Come on, Father! Wake up."

The lines around the man's mouth tightened. "No, my son. This is the work I learnt from my father. And he learned from his father. We have kept up this tradition for hundreds of years... and I hoped you would continue our work."

"No, Father", the young man replied with determination. "I'm tired of working for a pittance for the committee of the temple in Srinagar. I'm leaving, Father."

The young man moved angrily out of the room, leaving his old father **crouching** in front of a half-finished marble statue. He dropped his hands into his laps, and closed his eyes. He began to pray and didn't even hear the hesitant 'goodbye'. His son called out from the door.

"*Masterjee*!" called Salim, the servant boy, entering the workshop barefooted. He held out a glass of steaming tea in his hand. "Masterjee?," he asked once more, his voice filled with concern.

The old man looked up. His face was ashen. He looked tired. He called the boy to come closer and motioned him to sit down.

"Salim," he said gently, "Soon I will be the last stone carver here". All the others would have gone to Agra. There they are turning out cheap candlestands, paperweights and ashtrays by the dozen. They are making money but they betray our skill, our age-old tradition. Now Gopal has also gone. I'll have to finish this sculpture alone. And with the help of God, I'll do it, Salim. "I know you will, Masterjee," the boy answered. "You'll make many more."

The old man looked at the orphan boy who had come to work for him five years ago. Drenched to the skin, dressed in tatters, he had begged for shelter during monsoon storm. And had stayed on to work for the old master craftsman. He had grown tall and strong. The old man knew that Salim too would leave him one day.

He shook his head. "My strength is waning. I can't work with the chisel like I used to. Carving takes too long, much too long." Then he straightened up and said with fresh **determination**, "I'll have to finish this work. And surely I will."

"Yes, you will," the boy repeated offering his master the glass of tea. "Drink please.

It will do you good." Then he added, "I have to go to the market for an hour or two. But I'll be back in time to prepare dinner." The old man nodded. The old man sighed and picked up the chisel and hammer. The cool metal of the tools filled him with happiness and confidence. He loved his work and didn't want to change it for any other in the world.

GLOSSARY

congested	-	overcrowded
grunted	-	made a low sound
crouching	-	sitting on heels
determination	-	firmness to do something

Which of the two sentences given below conveys the following meaning?

1. stained by - mark made on clothes or materials

The white washed walls were stained by many monsoons. ______________

a. The walls were made dirty by rains.

b. The monsoon removed the dirt from the walls.

2. working for a pittance – working for very little money

I am tired of working for a pittance.

a. He didn't want to work because he was tired.

b. He didn't want to work as he gets low income for his work.

3. ashen – pale

His face was ashen.

a. He looked pale and dull.

b. He looked bright and cheerful.

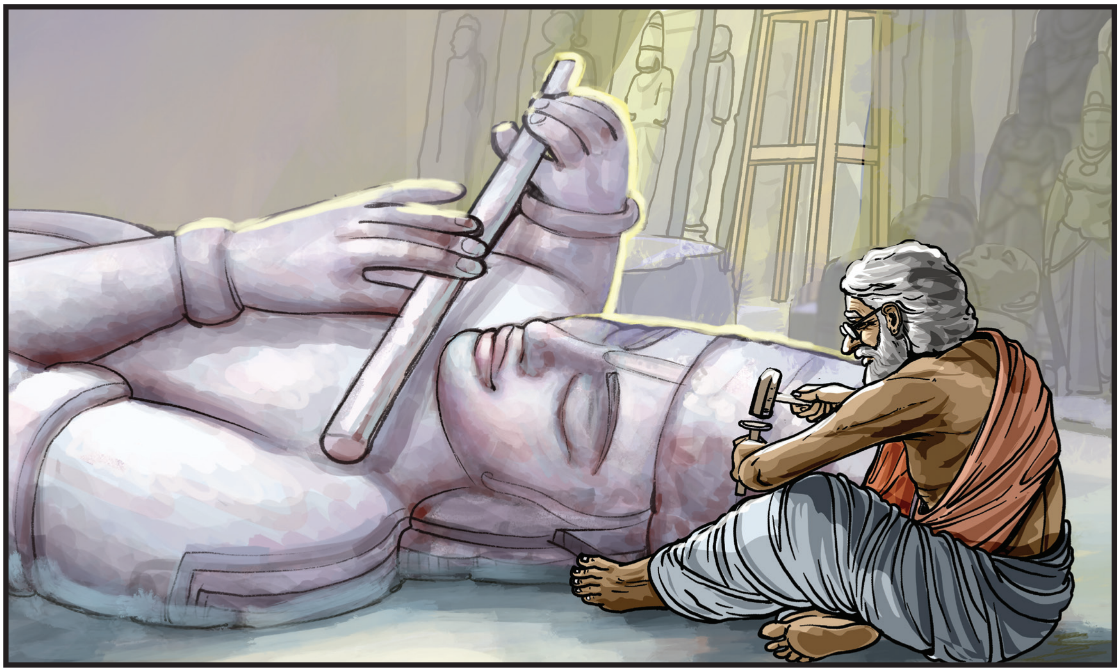
4. drenched – thoroughly wet

He is drenched to the skin. ______________

a. He is thin and skinny.

b. He is thoroughly wet.

Section II



Days and weeks went by. It was a month since Gopal had left. The old man worked tirelessly. It was all there, in the stone the strong, straight shoulders of Krishna, his soft curved hips, the pointed fingers holding the flute delicately to his lips, his **serene** face eternally beautiful – the old man could see it in the stone. He could feel it. He only had to set it free with the chisel.

He didn't feel hunger, he didn't feel thirst. He was driven by the strong desire to finish the sculpture in time. It was his biggest piece of work, his best. It would also be his last.

On and on he worked, his chisel striking the stone again and again. But then came the day when the old man felt his strength ebb. His shoulders began to ache, his arms felt heavy and his vision **blurred**. Overcome with fear, he sank to his knees and prayed. The old man prayed a lot these days.

"Masterjee," Salim said, "You haven't touched your food again. Please have some rice and vegetables. You only had a glass of milk for breakfast. Have the curd. You like curd, I know you do."

The old man looked up. He whispered, "I don't think I'll be able to finish it. If Gopal was here, it would be different. He hadn't yet learnt to carve the finer details but in a year or two he would have learnt surely."

He felt silent. "It was the features and hands that gave him trouble. There was something missing in his figures. That something which can't be taught."

"Because it comes from somewhere deep inside you," Salim whispered. "From deep inside here!" and he pointed to his heart.

The old man looked at the boy surprised. He saw him **blush** and turn his face away.

"You are right, Salim, you are right." And then he added with sudden bitterness, "And if you don't have it here," he thumped his chest, " Then you'd better go to Agra and mass produce ashtrays for tourists from abroad. Then..." The old man coughed painfully and reached for his glass of water.

"Eat, Masterjee, eat. Everything will be alright."

After he had eaten, the old man once again took up his hammer and chisel. He worked till late in the night. In the early hours of the morning the chisel fell from his hand and the hammer dropped to the ground. His old body sagged, falling forward limply. His forehead struck Krishna's flute and slid down the statue to rest on the pedestal.

"Hai Ram," he muttered, and sank into a comfortable darkness.

When he opened his eyes, he found himself lying on a cot in his bedroom, covered by a light cotton blanket.

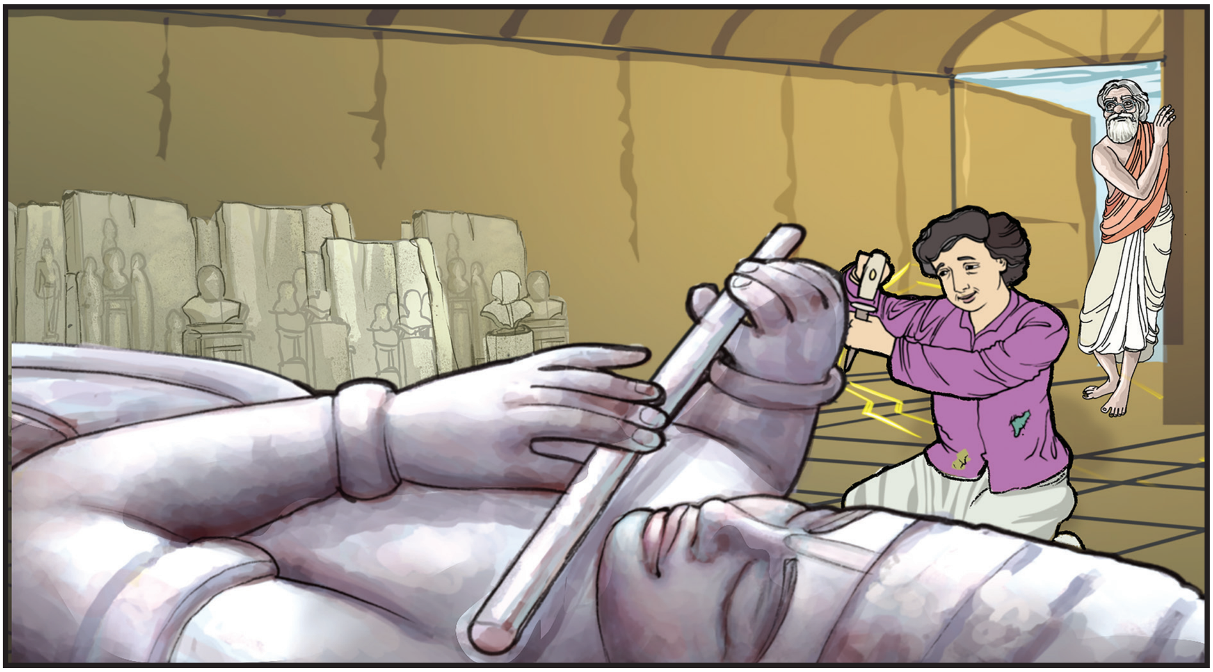
GLOSSARY

serene	-	calm
blurred	-	became unclear
blush	-	show shyness

Read the sentences and number them in correct order.

1. He wished to have Gopal with him.
2. Salim felt that it should come from within.
3. He thought he wouldn't be able to finish it.
4. The old man worked tirelessly on the sculpture.
5. He realized that Gopal must learn to carve the finer details.
6. He had a strong wish to finish it in time.
7. Over days, he felt very weak.

Section III



From the workshop, the chipping sound of the chisel reached his ears. He listened. Had his ears deceived him? No, He could hear it again – the strong blow of the hammer on top of the chisel.

Gopal! He was back! Gopal had returned. He would help him. They would finish the statue! He **stumbled** to his feet, crossed the small room and reached the door.

"Gopal!" He was about to shout when the words froze on his lips. "No!" he wanted to cry out " Stop! Stop the work!."

But he couldn't move. Shock had **immobilised** him. He stood staring at the back of the young stone carver working on the face of the statue, on the eyebrows, arching over a pair of fine eyes.

But it wasn't his son sitting cross-legged before the biggest statue he had ever carved. It was Salim, his servant.

The old man watched stunned. The first wave of shock, fear and anger passed to give way to a feeling of great relief and happiness.

"Hai Ram," the old man whispered "Hai Ram" and **tottered over** to the boy. Dropping his hand on his shoulder he said softly, " Salim."

The **startled** boy turned and looked up at his master. He rose to his feet clumsily, the hammer and chisel still in his hands.

"Salim," the old man searched for words. "I...I...I...only wanted to help," whispered the boy, "I...I'll learn, if you teach me Masterjee! I have practised secretly for almost two years in the quarry."

"Please tell me! For many years, I wanted to become a sculptor like you yet I fought the feeling. But it proved too strong. I know there is nothing in this world I would like to do more, there is nothing in life that I could do better. I want to become a stonecarver. Will you please teach me, Masterjee?"

The old man pulled the boy's head against his shoulder and whispered, "There's nothing I can teach you my son beta. Go ahead. You have it in your hands and in your heart. I know you will be one of the country's finest stonecarvers."

Sigrun Srivastav

Sigrun Srivastav is an Indian author of German origin. She is a multi-faceted artist, a writer, a sculptor and an illustrator. As a writer she has written over 25 books for children of all ages.

WZE20

GLOSSARY

stumbled	-	lost balance
immobilized	-	stopped from moving
tottered over	-	moved unsteadily way
startled	-	surprised

Read Section – III (para 1 and 4) and answer the following questions.

Paragraph 1

1. Who listened to the chipping sound of the chisel? __________
2. Who was working with the hammer and chisel? __________

Paragraph 4

1. Who was staring? __________
2. Who was the young stone carver? __________
3. What was he working on? __________

VOCABULARY

Work in pairs.

A. Arrange the words in alphabetical order, find the meaning of the words from the dictionary and fill in the blanks.

Ikebana Appliqué Origami Calligraphy Tapestry

1. ____________ _ ____
2. ____________ _ ____
3. ____________ _ ____
4. ____________ _ ____
5. ____________ _ ____

B. Match the tools with art forms.

S.No	Column A	Column B
1	Hammer and chisel	Painting
2	Paint brush and palette	Sculpture
3	Moulds and roll pin	Embroidery
4	Scissors and paper	Pottery
5	Needle and thread	Collage

Language Check Point

Do you **see** the red car outside?	**see**-something that you do naturally without thinking
Look at the blue bird in the tree.	**look**-make an effort to see something
I don't have time to **watch** TV now.	**watch**-something you look at for a period of time

LISTENING

C. Listen to the teacher reading the passage. Read the questions given below, then listen to the passage again and complete the responses.

2GCF0

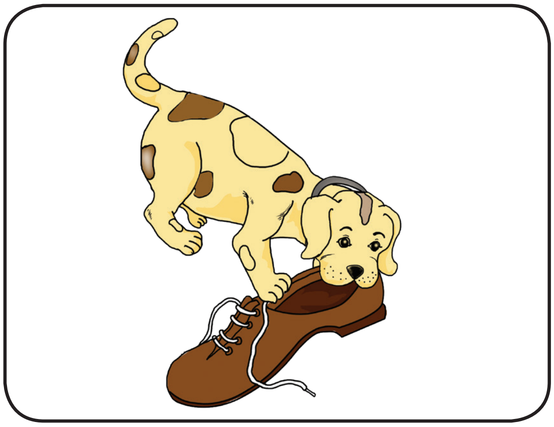
Questions	Responses			
1. Madhubani paintings are from ______ state.	Bihar	☐	Assam	☐
2. Madhubani paintings were originally done on _______.	canvas	☐	walls	☐
3. This painting has international recognition.	yes	☐	no	☐
4. Dilli Haat is a _______.	tourist place	☐	craft bazaar	☐
5. Madhubani painting can also be a ______ .	product	☐	career	☐

SPEAKING

D. Work in pairs. Find answers to these questions and present it to the class.

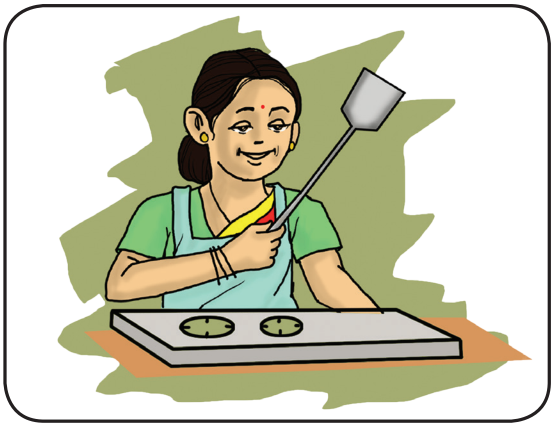
- Do you have art/craft session in your school?
- Which session do you like – art/craft?
- What do you do in that session?
- Do you work individually or in pairs?
- Can you do an art work or a craft work on your own?
- What qualities do you gain by doing art or craft?

PICTO GRAMMAR

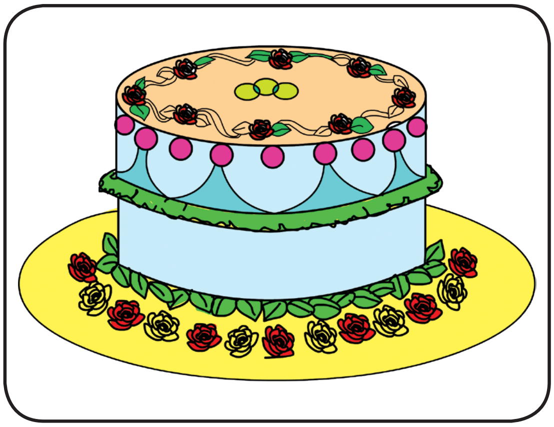


The dog chews the shoe.

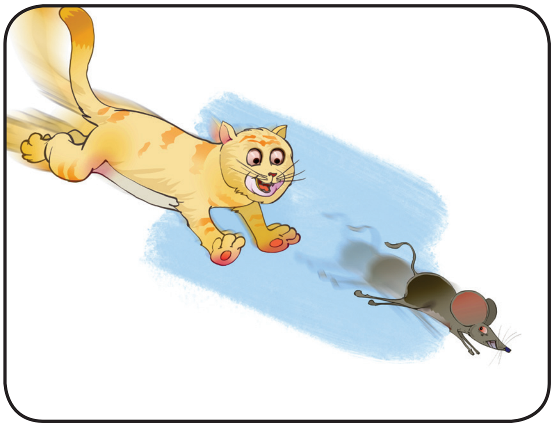
The shoe is chewed by the dog.



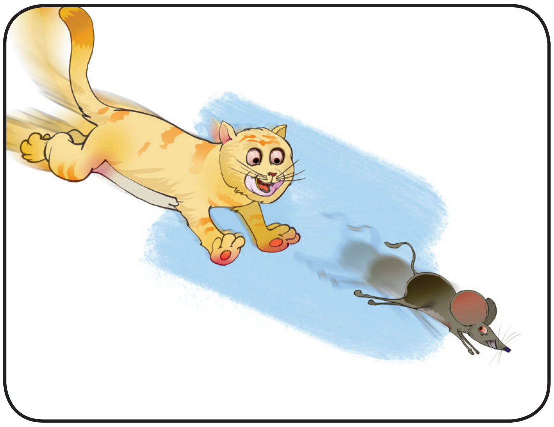
My mom has made a cake.



A cake has been made by my mom.



The cat is chasing the rat.



The rat is being chased by the cat.

Note to the teacher

In the active voice, the subject performs the action.

In the passive voice , the subject receives the action.

USE GRAMMAR

E. Construct meaningful sentences from the table given below.

1.	Silence	should / should not	be	used in petrol bunks.
2.	Cars			maintained in libraries hospitals etc.
3.	Cleanliness			avoided as they cause cavities and toothache.
4.	Cell phones			practised at homes as well as in public places.
5.	Junk food			parked in ‘ No Parking’ area.
6.	Sweets			avoided as it is bad for health.

F. Read the news report given below and underline the passive form of verbs.

The police had announced that the State Bank of India was robbed yesterday. Two men entered the bank at 4.30 pm with guns in their hands. Customers and bank clerks were asked to lie down on the floor and one of the bank clerks was made to fill robbers' bags with money. After that the two men left the bank quickly. The police officer said that more than one lakh of rupees was stolen from the bank but nobody was injured. He also added that the robbers would be found soon.

Work in pairs

G. Rani's teacher narrates to her students about the production of paper. Read the following narration and fill in the blanks with the verbs using their passive form.

People of China produced paper from wood. They mixed water with the fibres of wood and dried it until they became a soft wet pulp. They used this pulp to make paper. The Chinese invented this method of paper making in 2nd century BCE. Later Egyptians used papyrus plants to make paper.

1. Paper ______(produce) from wood.
2. The fibres of wood from trees ________(mix) with water to make a soft wet pulp.
3. Later, it _____(dry) to make paper.
4. This method ________(invent) in 2nd BCE in China.
5. Papyrus plants _____(use) by Egyptians to make paper.

H. Read the process of making soup. Use suitable passive form of verbs and complete the paragraph.

Mix the soup powder with 750 ml of water without allowing it to form lumps.

→ **Pour** the mixture into a heavy-bottomed vessel.

→ **Bring** it to a boil and **stir** it continuously.

→ Simmer the soup for five minutes.

→ **Transfer** the soup into four soup bowls and serve **garnished** with fried corns.

The packet is opened and the contents (i) __________ with 750 ml of water without allowing it to form lumps. The mixture (ii) __________ into a heavy-bottomed vessel. It (iii)_______ in low flame for five minutes. The soup (iv) _________ into soup bowls and (v) __________ with fried corns.

WRITING

I. If you are asked to choose from any one of these toys which one do you choose? Give reasons. (plastic toys, wooden toys, clay toys, metallic toys)

J. Your friend has presented a beautiful art piece on your birthday. Write a letter to her appreciating her art work.

CREATIVE WRITING

K. You have prepared some eco-friendly craft materials like paper mache dolls, greeting cards, book marks, festoons, garlands, quilling jewellery etc for an Art Mela to be conducted in your school premises. Describe in a few sentences how you made the craft work. Include the following details in your writing.

- Name of the craft work
- Materials used
- Nature (handy/eco-friendly/longlasting/affordable price)
- Use (place/person/time)

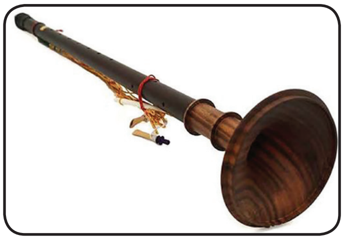
2 *Wandering Singers

Poem

Warm Up

Discuss in pairs, circle the names of musical instruments from the grid. One is done for you.

u	c	p	k	f	d	x	g	v	e
a	s	z	a	o	k	u	u	r	m
v	e	e	n	a	q	t	i	l	r
i	s	n	j	m	g	f	t	m	i
v	b	p	i	a	n	o	a	e	d
i	t	y	r	j	g	v	r	o	a
o	a	e	a	p	x	a	u	w	n
l	b	f	l	u	t	e	d	c	g
i	l	g	h	a	t	a	m	a	a
n	a	d	a	s	w	a	r	a	m



Where the voice of the wind calls our wandering feet,
Through echoing forest and echoing street,
With lutes in our hands ever-singing we roam,
All men are our kindred, the world is our home.

Our lays are of cities whose lustre is shed,
The laughter and beauty of women long dead;
The sword of old battles, the crown of old kings,
And happy and simple and sorrowful things.

What hope shall we gather, what dreams shall we sow?
Where the wind calls our wandering footsteps we go.
No love bids us tarry, no joy bids us wait:
The voice of the wind is the voice of our fate.

Sarojini Naidu

Sarojini Naidu was a famous Indian poet and a major freedom fighter. She was given a sobriquet Bharat Kokila (The Nightingale of India) on account of her beautiful poems and songs.

GLOSSARY

lute	-	a kind of stringed musical instrument
roam	-	wander, travel
kindred	-	relations
lays	-	songs, stories
tarry	-	wait, delay
fate	-	destiny, luck

A. Read the poem aloud in groups.

B. Pick out the rhyming pairs from the poem and fill in the table.

1st stanza	2nd stanza	3rd stanza

C. Read these lines and answer the questions given below.

1. Where the voice of the wind calls our wandering feet

   Whose 'Wandering feet' is referred to here?

   ____

   ____

2. With lutes in our hands ever-singing we roam,
   All men are our kindred, the world is our home.

   Who does 'we' refer to? What do they have in their hands? What is its name?

   ____

   ____

How are the men in the world related to the singers?

____

____

3. Our lays are of cities whose lustre is shed,

Here 'lays' means ____________________

a. lying down   b. stories   c. to keep

4. The laughter and beauty of women long dead;

Explain the meaning of the above line.

____

____

____

WRITING

D. Answer in a paragraph.

What does Sarojini Naidu say about the Wandering Singers? Write in your own words. (in about 60 words)

E. Think and answer.

1. Are the singers homeless travellers? Why do you think so?
2. Do the singers have hopes and dreams? If not, why?
3. What are the themes of the singers' songs?

2 Naya – The Home of Chitrakaars

Supplementary

Patachitra

Naya is a quaint little village in West Bengal's Midnapore district. However, it is not an ordinary village. Around 250 patuas or chitrakaars or artists live there. These folk artists are painters, lyricists, singers and performers all rolled into one. They practise an ancient folk art called Pata Chitra. This is a type of storytelling using painted scrolls. The scrolls have stories painted on them and the artists sing the story as they unroll the scroll. This art has been practised since the 13th century.

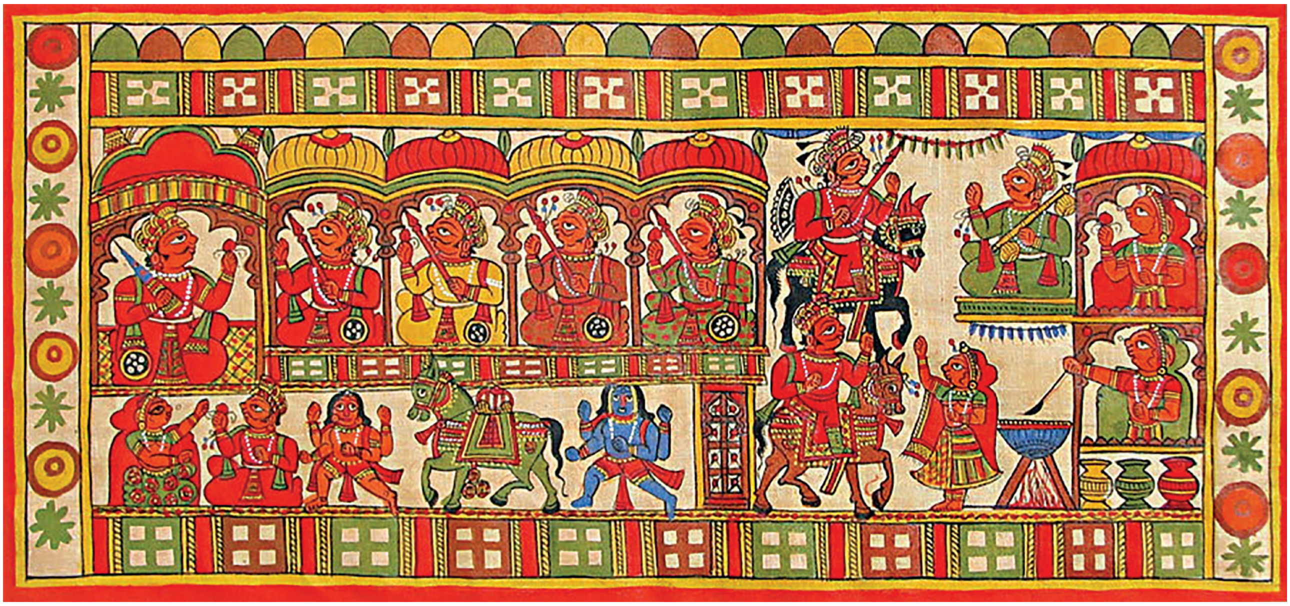
Traditionally, such story tellers took their painted scrolls from village to village. In every village they unrolled the scrolls frame by frame and sang pater gaan or the story songs. In return for their performance, the villagers gave them rice, vegetables and money. Their stories included mythological stories and tribal folklore. Nowadays the artists sing of social messages and contemporary events as well.

Over time, however, people lost interest in this art form and there were few artists and fewer listeners. To keep their art alive in the modern world, the patuas adapted their skills and themes to the times. An innovative step, they took to do this was to establish a patachitra village at Naya. Slowly, the efforts to revive their artistic heritage started paying off. Today, the patachitra art is flourishing again in the village, with village youngsters taking up the traditional art form as a passion and profession.

A traditional *pata* was painted on a canvas made of jute fibre. Now, it is made by stitching together sheets of commercial poster paper. The colours come from plants such as marigold, indigo, teak leaves, saffron and turmeric. They also use lamp black. The colours are mixed in coconut shells with the sap of the bael tree (wood apple) which acts as a glue. After finishing, a thin cotton cloth is glued to the back of the painting so that it will last long. Next, the completed scrolls are dried in the sun before they are stored in rolled up bundles.

Today the *patuas* make rectangular and square-shaped paintings of different sizes. Social messages like conservation of trees, female infanticide, child-trafficking and AIDS awareness figure in their paintings. They also paint images of traditional subjects, such as a cat eating a lobster or fish, tigers, rows of cows or white owls. The patuas today do not make too many long story scrolls. A few of them still sing their self-composed songs but only on demand.

The *patachitra* art tradition was traditionally passed down from father to son but today many patua women have also taken up the craft. Under an initiative 'Art for Livelihood', some of these women are leading local development.



Patachitra

Since 2010, an annual three-day festival *Pot Maya* has been held to celebrate the success of the local artists. Held in November every year, the festival exhibits modern paintings as well as scrolls dating back hundreds of years. At this time, the villagers paint the mud walls of their houses with colourful *patachitra* motifs and hang scrolls on ropes in the courtyards. They also clean up the surroundings and decorate the entire village with flowers to get ready for visitors. As there are no hotels in the village, the visitors stay in tents.

A display at the Pot Maya festival

During the festival, the quiet hamlet is transformed into a vibrant cultural hub where visitors can learn about the craft of *patachitra*. Several workshops are held, stories are told, and different types of *pata* artwork are displayed for sale. Musical and dance performances by well-known artists start in the evening and go on well into the night. The *patuas* hold demonstrations on natural colour extraction from sources.

Watching a *patua* singing gently as he or she unfurls the scrolls is an unforgettable experience. The play of light and shadow from the oil lamps on the soft colours and delicate imagery of the paintings is magical. If you are interested in traditional art and crafts, do visit this unique village. It will be a delightful experience in a beautiful rural setting.

A. Fill in the blanks choosing the words / phrases given in the box.

Midnapore folk art chitrakaars Pata Chitra painted scrolls unrolled

Naya is a quaint little village in West Bengal's _________district. However, it is not an ordinary village. Around 250 patuas or _______or artists live there. These folk artistes are painters, lyricists, singers and performers all rolled into one. They practise an ancient________ called Pata Chitra. This is a type of storytelling using__________. The scrolls had stories painted on them and the artists sang the story as they ________ the scroll. This art has been practised since the 13th century.

B. Write the apt word for the given phrases.

1. The traditional folk art of West Bengal -________
2. Annual festival to celebrate the success of local artists -________
3. The other name of story tellers -________
4. Conservation of trees, female infanticide etc.. -________

VE84Y

C. Fill in the details of the mind map.

CHARACTERS

1. The artists of Naya are called_________.
2. These folk artists include_________, _________,______and_______.
3. The number of artists_________.

SETTING

State -----------

District ---------

Village ----------

SOLUTION

PROBLEM

This art form faded over a period of time.

D. The process of making a Patta is in jumbled form. Read the sentences and number them in proper order.

- The sap of the wood apple tree acts as a glue. ☐
- It is made by stitching multiple sheets of poster paper together. ☐
- Finally they are stored in rolled up bundles. ☐
- Plant-based colours and lamp black are mixed in coconut shells. ☐
- A Patta is created by painting on a canvas. ☐
- The completed scrolls are dried in the sun. ☐
- Jute fibre canvas was used in olden days. ☐
- A thin cotton cloth is glued to the back of the painting for long life. ☐

E. Write a few sentences about Pot Maya festival.

PROJECT

F. Make a diary entry about your visit to a Science Exhibition.

G. Design a certificate, a badge or a medal for sports day.

CONNECTING TO SELF

H. Draw the pictures in the given boxes using the clues.

- The snake is next to the owl.
- The owl is not next to the bird.
- The kite is on the right.
- The owl is between the snake and the kite.

Now where is the bird? ______________________

I. Draw an envelope with the flap open without lifting your pen from the paper. Indicate the numbers to show how it was drawn.

STEP TO SUCCESS

J. Find their group name and write them in the blanks.

literary art   martial art   visual art   textile art   performing art

1. Kuchupudi, Bangra, Dandia,______________
2. prose, poetry, drama, novel ____________
3. photography, film making, sculpture ___________
4. Karate, Kungfu, Capoeira ________
5. weaving , embroidery, carpet designing __________

LEARNING LINKS AND REFERENCES

e-links :	https: www.indianholi-il-nadu/arts and crafts
	crafts of india - wikipedia.
Book :	The Complete books of Arts and Craft
	My Book of Art and crafts

Listening Passages

Unit 1

There is a very famous quote by Hellen Keller, "Life is either a daring adventure or nothing." Adventure trips are all about making memories, gaining more knowledge, learning new things about the surroundings and about one's own self and making lots of great stories. Going for an adventure camp is the best way to get all of these as it forces one to get out of their ordinary lives and try new things.

Adventure camp basically means spending the nights in tents and doing various activities at the camp-site. There are many activities included in camping to make it more exciting and interesting. Some of these are mentioned below:

Water Activities: If your camp site is near a water body then one can do aqua zorbing, water skiing, fishing, swimming, playing water volleyball and other such fun games.

Bonfire: This can be done during winter camping. Campers are made to sit surrounding the bonfire and talk about their stories or perform some acts, such as playing some instrument or singing songs.

Rock Climbing: This activity is meant to provide both physical and mental challenges to the climbers and help them in learning new skills.

Mountain biking: Just a few scratches and the trip can be memorable with new experience of driving bicycles on forest roads.

Unit 2

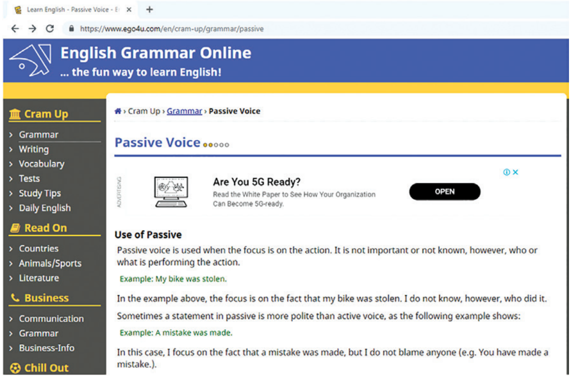
Madhubani painting or Mithila paintings from the Mithila region of Bihar were originally done on walls during festivals and other such occasions. The artists like Jagdamba Devi and late Mahasundari Devi are responsible in getting it international recognition. Madhubani paintings find a pride of place in our homes today. One can see the tourists flocking to the Madhubani stalls in craft bazaars like the Dilli Haat. It needed educated and ethnically aware people to bring this aspect of our culture on the international scene and make the younger generations take pride in them so that they voluntarily made a studied choice of them as career options.

ICT CORNER

GRAMMAR – ACTIVE & PASSIVE VOICE

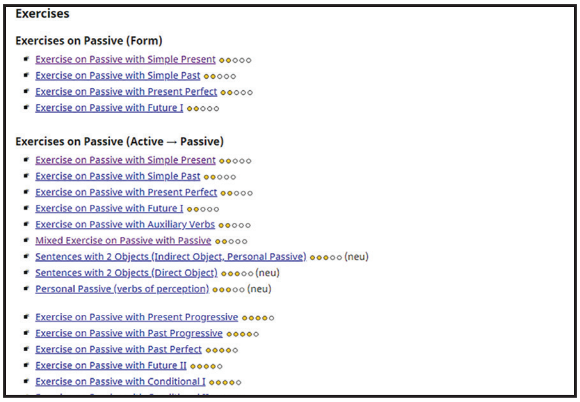
★ To learn about the active and passive voice.

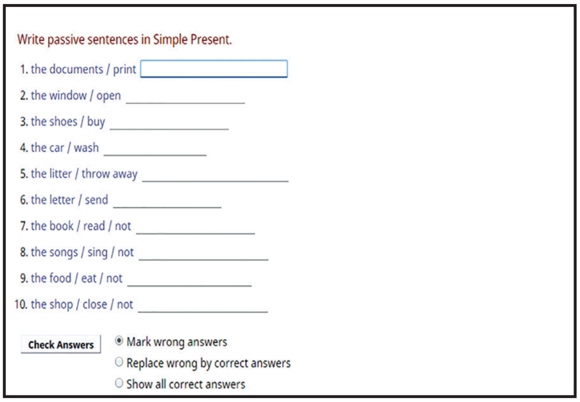
★ To know and practise the voice exercise in Simple present tense.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the use of passive voice with many examples.
3. After go through those, scroll down to find **Exercises** links.
4. Click **Exercise on Passive with Simple Present** and type the answers in the boxes. Check your answers at the end.
5. Complete all the exercises by clicking the links of active voice and passive voices in Simple Present tense one by one to check your learning in it.





Website URL

Click the following link or scan the QR code to access the website.

https://www.ego4u.com/en/cram-up/grammar/passive

** Images are indicative only.

English – Class VII
List of Authors and Reviewers

Advisory Committee

Uma Raman
ELT Consultant & Executive Committee,
Vidyodaya School, Chennai

Domain Expert

Jayashree Arun
ELT Consultant, PSS Hr.Sec.School,
Mylapore, Chennai

Nagalakshmi B
ELT Consultant, Chennai

Reviewers

Ms. Vijayshree G
Assistant Professor of English,
Quaid - E- Millath Govt. College for Women, Chennai.

Ms. Uma T
Assistant Professor of English,
Quaid - E- Millath Govt. College for Women, Chennai.

Academic Coordinator

Sagayaraj L
B T Asst. Govt.Girls Hr.Sec. School,
Tiruttani, Thiruvallur

Shakila Christy S
SGT, T.M.P. School, Kargil Vetri Nagar,
Thiruvatriyur, Chennai

Art and Design Team

Artist

Ramar P
Drawing Master, GBHSS, Kamaraj Nagar,
Avadi, Chennai

Gopalakrishnan N
Drawing Master, Kumara Rajah Muthiah HSS,
Gandhi Nagar, Adayar, Chennai

Prabu Raj D T M
Drawing Master, GHS Manimangalam,
Kanchipuram

Balaji K
Drawing Master, GHSS,
Thirumullaivasal, Nagappattinam

Anandakumar A
Drawing Master, GHSS, Azhividaithangi,
Thiruvannamalai

ICT Coordinator

Vijaya Kumar M
B.T. Asst.,GHSS, Somandarkudi,
Kallakurichi

Co-ordinator

M. Amlaraj

Graphics & Layout

V2 Innovations, Gopalapuram, Chennai 600 086.

Authors

Dhilip S
B.T. Asst.,GHSS, Sathiyamangalam,
Villupuram

Magdalene Premalatha B
B.T. Asst.,GHSS, Ammaiyappan,
Thiruvarur

Uma Pappa V
B.T.Asst., GHSS, Karapakkam,
Kanchipuram

Akila S
B.T. Asst.,GBHSS,
Chrompet, Chennai

Dinesh Anand J
B.T.Asst., GHSS, Varagur,
Thanjavur

A.Aruna
BRTE-Sattankulam,
Thoothukudi

Ms. Meena Rajeswari
TGT., Hindu Senior Sec School,
Triplicane, Chennai

Ms. Parvathi Devi
TGT., Kola Perumal Chetty Vaishnav Senior Secondary School,
Chennai

EMIS Technology Team

R.M. Satheesh
State Coordinator Technical,
TN EMIS, Samagra Shiksha.

K.P. Sathya Narayana
IT Consultant,
TN EMIS, Samagra Shikaha

R. Arun Maruthi Selvan
Technical Project Consultant,
TN EMIS, Samagra Shiksha

Digital Content Team

Dhayananth K.B. B.T. Asst.,
GBHSS Udumalaipet, Tirupur Dist,

Typist

A. Devapriya, Gnanodhaya Teacher Training Institute,
St. Thomas Mount, Chennai

In House QC

Rajesh Thangappan
Prasanth C
Arun Kamaraj Palanisamy
Prasanth P

This book has been printed on 80 GSM
Elegant Maplitho paper.

Printed by offset at:

NOTES

NOTES